How UK digital economy policy fosters enterprise and entrepreneurship through the Key Stage 3 computing curriculum.

**Teacher Interview:**

**Name\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_**

**Have you completed a “teacher consent form”? Yes/No**

**Overview of the interviews:**

The purpose of this interview is to explore with teachers like yourself who are delivering KS3 computing in UK schools (specifically at year 9), how you interpret and deliver the Computing Curriculum. This is a semi-structured interview, which means that although there are few questions listed below these are more ‘jumping off points’, rather than questions I am looking for specific answers to. I have anticipated that this interview will last slightly less than an hour depending on your answers. However, should you think of anything after the interview that you would like to include please feel free to get in touch (contact details below). Once the Interviews have been transcribed I will provide you with a ‘proof’ transcription review, and should you wish to clarify anything you have said, you will be given an opportunity to do so.

I would also like to reiterate that this interview is confidential and not in anyway aiming to judge or evaluate you or your teaching. Should I use direct quotations form this interviews in any form, every effort will made to ensure that your words are anonymised. The purpose of this interview is to allow your voice as a teaching professional to inform and shape my research.

**Purpose of the research:**

This research is aiming to understand the process which has informed the shaping of the UK computing curriculum, how this is being interpreted by schools and teaching professionals and the impact it is having on both young people and teachers. Through this interview we will be discussing how you interpret and deliver the computing curriculum and how you feel you are evaluated in this area.

As you know, I will also be looking at various forms of documentation relating to computing in schools. This interview is a chance for me to understand your personal experience and understanding; there are no right or wrong answers. Finally, I want to thank you for your time and honesty. This research would not be possible without the support of teachers such as you.

**Interview Questions**

**CONTEXT**

1. How long have you been a teacher? How long have you been teaching here?
2. What did you do before becoming a teacher?
3. What is it like to teach at this school, how has that changed over time?
4. Has it changed since you first began and if so in when and in what ways?
5. How has the over all changes in education policy affected you?
6. What do you think of the change of emphasis from ICT to Computing?
7. Does it require you to be different?
8. How has it changed the teaching profession over all?

**INTERPRETATION**

1. Have you heard of the phrase ‘computational thinking’? What does it mean to you? What do you think it is meant to mean? What do you see as the role of “computational thinking” within the computing curriculum?
2. What do you think is the main purpose of the change from teaching ICT to teaching the broader subject of Computing?
3. What do you think is the relevance of the computing curriculum for the pupils you teach?
4. Do you think that pupils will use the skills and concepts they learn through the computing curriculum in the future? How?
5. Do you think the computing curriculum will require pupils to be different in any way? If yes, in what ways?

**Delivery:**

1. What do you think is the most important thing you teach through the computing lessons?
2. Which part of the Computing Curriculum do you feel you spend the most time teaching, for whatever reason?
3. If you could change any aspect about the computing curriculum what would it be?
4. If you could only teach one aspect of the computing curriculum what would it be?
5. Other than those things you have mentioned, is there anything else you would change about the computing curriculum?

**Evaluation:**

1. How do you feel you are judged and evaluated on your delivery of computing?
2. In terms of evaluation, what are your headteacher/OFSTEDs priorities for computing?
3. What is the hardest aspect of the computing curriculum to deliver, in order to meet the expectations of you as a teacher?
4. If you were asked to observe and evaluate another teacher’s delivery of the computing, what would be the key things you would look for?

**Impact:**

1. To what extent do you think the computing curriculum relates to how pupils in your school use computers in their everyday lives?
2. How would you describe, the degree to which pupils find the curriculum relevant (or not) to their own lives?
3. Do you think that learning computing affects pupils’ decisions and choices about their future (if at all)?
4. If I asked your pupils in five years time (when they are 19 or 20) about learning computing in KS3/4 and what aspect has had the most impact, what do you think/hope they will say?